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ABSTRACT

This project, developed in three phases, called for the development of guidelines that could be used in the United States to internationalize undergraduate teacher preparation curricula. Guidelines were developed, validated, and revised. They consist of seven sections in the following areas: (1) administrative leadership, a commitment to the internationalization of the campus and the curriculum; (2) curriculum development, with international education as a fundamental part of general and professional studies in a culturally diverse and independent world; (3) development of faculty whose teaching, research, travel, and service will reflect the international dimension; (4) student awareness and development of attitudes, skills, and knowledge with a global dimension; (5) provision for resources including personnel, materials, and curriculum; (6) provision of service to local school districts; and (7) the use of international and comparative research in curriculum and faculty development activities. Each guideline consists of a principle, an interpretation of its potential contribution to international education, and a series of questions. (LL)

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American Association of Colleges for Teacher Education

Guidelines for International Teacher Education

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GUIDELINES FOR INTERNATIONAL TEACHER EDUCATION

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in collaboration with the

International Council on Education for Teaching
and the
National Council on Foreign Language and International Studies

PROJECT DESCRIPTION

In September 1984, The American Association of Colleges for Teacher Education (AACTE) initiated a three-year project in cooperation with the National Council on Foreign Language and International Studies (NCFLIS) and the International Council on Education for Teaching (ICET) to promote an international perspective within Schools, Colleges, and Departments of Education (SCDEs) in the United States. The project called for the development of guidelines that could be used by SCDEs to "internationalize" their undergraduate teacher preparation curricula. An "inventory of promising practices" was also developed to identify exemplary efforts in promoting international understanding and awareness in the preparation of teachers.

The project was constructed of three phases, each of approximately one year's duration. Phase I of the project was devoted primarily to the development of curricular analyses and guidelines for the professional studies components of teacher education as described by NCATE's *Standards for the Accreditation of Teacher Education*. Fifteen (15) papers were produced related to the professional studies and design of curricula. These commissioned papers have been abstracted and indexed for the ERIC database, a valuable resource for educational materials.

In Phase II, the Phase I draft guidelines were subjected to professional validation through a national teacher education network and through solicitation of recommendations for their improvement. The third phase of the project was devoted to "reality testing" of the draft guidelines in ten undergraduate teacher education programs.

An AACTE Summer Leadership Institute for AACTE directors and state affiliate presidents ended the first project year and provided a forum for the discussion of the concept papers and for the development of draft guidelines.

The development and implementation of an inventory of promising practices in international education was completed in the third year of the project. The current inventory contains the names of 295 individuals representing 172 institutions with courses, programs or projects that provide an international dimension in their undergraduate teacher preparation programs.

In January 1987, AACTE served as co-sponsor of the Tenth Shipboard Conference on International Education. The conference, "Planning an Agenda for International Education," was organized to improve the quality of international education in undergraduate education, language and area studies, community colleges, business schools, colleges of education, graduate research, and K-12 schools. The AACTE/DOE Guidelines Project was discussed in two workshops, "An Agenda for Our Nation's Teachers" and "Educating Educators for a Changing World."

In 1987, AACTE, with support from the Longview Foundation, awarded the University of South Dakota the first "Distinguished Achievement Award in International Teacher Education" (DAA-ITE) for their program, "International Studies in Teacher Education." The competition was designed to recognize and encourage exemplary practices that bring an international perspective to the preparation of teachers in the professional sequence and discipline concentrations. $2,000 was awarded to USD to enhance the international program currently in existence.

Four AACTE member institutions received honorable mentions for their achievements in the field of international teacher education: the University of Iowa, Findlay College (OH), Moorhead State University (MN), and Iowa State University. These awards were presented at the 1987 AACTE Annual Meeting, February 12-16, in Washington, D.C.; a 24-page booklet describing each program was distributed to the over 1,200 participants at that meeting.

The revised guidelines, which were reviewed by the AACTE membership, have undergone validation by nine (9) selected AACTE institutions, a process that began in March 1987. The selected institutions are the University of South Dakota, the University of Iowa, Findlay College (OH), Moorhead State University (MN), Iowa State University, Eastern Washington University, Western Kentucky University, Brigham Young University (UT), and Ohio State University.

The final version of the guidelines was approved by the AACTE Board of Directors at their 1988 Annual Meeting.

The Guidelines

The Guidelines for International Teacher Education were subjected to validation and revision during the second and third years of the project. The AACTE membership has been encouraged to study the Guidelines and to share their reactions and suggestions with project staff.

The Guidelines consist of seven sections in the following areas:

- Administrative Leadership
- Curriculum Development
- Faculty Development
- Student Awareness
- Resources
- Service
- Research

Each of the Guidelines consists of a principle, an interpretation of its potential contribution to international education, and a series of questions.

I. Administrative Leadership

The SCDE and Its Governance Structure Are Committed to the Internationalization of the Campus and the Curriculum.

Commitment—a deliberate and considered mandate and plan to incorporate an international dimension in the institution's programs and activities—is essential to the establishment of institutional priorities, the assignment of resources and personnel, and the evaluation of progress.

For example, administrators can advocate, negotiate and exert leadership to institute change in campus organization and academic programs if they officially identify their office with international objectives and personally support departmental, faculty and student activities.

Administrators can create the environment for change using their influence and broad communications network. They are regarded as leaders of higher education in their community and state; their expertise is sought, and their ideas carry significant weight with educational policy makers in the legislature and governing boards.

Questions that serve as specific measures of this commitment:

1. Does the institution's or the SCDE's official mission statement include a reference to international education?
2. Have the governance mechanisms of the SCDE, including faculty and student representatives, examined the international mission of the institution in a systematic review of goals and priorities?
3. Is a specific definition of international education provided as well as a statement of goals and priorities?
4. Does the Dean or SCDE administrator exert leadership by encouraging international studies in the curriculum as well as through other strategies?
5. Do the Dean and administrative staff clearly communicate their commitment to departments, faculty and students through advocacy, negotiation and leadership?
6. Does the administration specifically allocate resources to support international education activities (e.g., establishment of a central coordinating office for international education)?
7. Do the SCDE leaders encourage faculty and students to participate in international programs?
8. Do college/university leaders participate in associations that emphasize international education?

9. Do college/university leaders take both an advocacy and leadership role in supporting state and federal legislation pertaining to international education, international exchanges and international development?
10. Does the college/university encourage faculty members who participate in international activities (salary, travel, released time, promotion, etc.)?
11. Does the campus provide exchange opportunities to bring and send administrators abroad?
12. What is the budgetary priority of international teacher education in the college?
13. Do SCDE leaders seek to develop intra-institutional cooperation in international program activities for faculty and students?
14. Do college/university leaders work with state education leaders to establish certification standards and prograr that reflect and promote international perspectives?
15. Is an international dimension included in the institution's long-range planning process?
16. Does the general administration of the institution evidence leadership for international education in its policy statements and resource allocation?
17. Do the administrative officers themselves actually participate in international organizations, activities and exchanges?
18. Is there contact between the international community and institutional administrators?
19. Does the SCDE encourage faculty to conduct workshops, teach classes, or present papers to students and/or colleagues abroad?

II. Curriculum Development

International Education Is a Fundamental Part of General and Professional Studies. It Is the Preparation for Social, Political and Economic Realities That Humans Experience in a Culturally Diverse and Interdependent World.

Students should be provided with concepts, skills and values by which they can understand the significance and impact of global events and make rational decisions about the conduct of their private and civic lives that will enable them to participate intelligently and responsibly in the global foreign policy process.

The curriculum should enable individuals to develop competencies and sensitivities for perceiving, believing, evaluating, and participating in the complex human and ecological interactions that characterize the globe. All academic disciplines and professional studies should draw their substance from a global knowledge base.

The curriculum should provide students with (R. Hanvey)

1. a recognition or awareness that one's view of the world is not universally shared and that others' views of the world are profoundly different from one's own;
2. an awareness of prevailing world conditions and developments, including emergent conditions and trends (e.g., population growth, migrations, economic conditions, resources, physical environments, political developments, science and technology, law, health, intranational conflicts);
3. an awareness of how the world's systems are interdependent and how local economic and social patterns have a global impact beyond their effect on individuals' lives;
4. an understanding of how developments in other countries may be relevant to one's profession or business;
5. a knowledge of various social movements that have created and are creating goals and values that transcend national cultures and ideologies; and
6. a knowledge of ethical questions and issues that derive from an increased capacity to sense, predict and manipulate global conditions.

Questions that serve as specific measures of this commitment:

1. Does the institution and the SCDE provide for a systematic analysis and review of the international content in both general education and professional education?
2. Do faculty responsible for introductory and/or core courses in general education infuse them with an international dimension?
3. Have criteria been established to evaluate the international content of introductory or core courses in professional education?

4. Do education faculty infuse their courses with a global dimension, engage in comparative approaches in their teaching and research, and/or develop interdisciplinary offerings that address topical world issues?
5. Does the curriculum include the contributions made by other cultures to American society?
6. Have the education faculty and departments developed evaluation techniques and criteria to assess student acquisition of competencies, skills and knowledge requisite for an interdependent world?
7. Is foreign language proficiency required as part of the general education program for teacher education majors?
8. Are students in teacher education programs provided the opportunity to study, work or live in an international setting?
9. Do students have the opportunity to student teach in a foreign country?
10. Are the services of experts, students and visitors, both American and foreign, utilized to enrich curricular and extracurricular offerings?
11. Does the curriculum include the study of regional and global organizations' members, structures, functions, achievements, and shortcomings?
12. Does the college/university require a unit of foreign study for graduation?
13. Does the curriculum allow experience in an international setting or environment?
14. Are issues of global peace and justice included in the curriculum?
15. Does the institution have a clearly stated rationale for its general studies that includes international studies?
16. Are there courses taken by teacher education students to fulfill general education requirements that are focused on global and international themes?
17. Are students given the opportunity to student teach in schools with large groups of multicultural students?
18. If internationalization is not infused, is there a required course in international or comparative education?
19. Are graduates encouraged to find professional positions in multicultural or international settings?
20. Is there ongoing consultation between SCDE's and liberal arts departments about the international content of general education courses?

III. Faculty Development

The Faculty Are a Major Determinant of the Substance and Quality of General, Professional, and Graduate Studies and Engage in Research to Develop a Global Knowledge Base. The SCDE Recruits and Supports Faculty Whose Teaching, Research, Travel, and Service Will Enhance the International Dimension in Its Programs.

Enhancing an SCDE's international dimension relies on faculty for the development of courses, programs and the evaluation of student progress. Collaboration among faculty with the administration is also necessary to give the overall academic program an international dimension.

Questions that serve as specific measures of this commitment:

1. Is experience abroad or commitment to the international dimension a criterion in faculty recruitment and employment?
2. Are faculty encouraged to review their courses to ensure the incorporation of an international dimension?
3. Are faculty involved in interdisciplinary courses, activities or programs that emphasize the international dimension?
4. Do faculty deepen their own international awareness and understanding and strengthen their international expertise by seeking opportunities off campus in the form of fellowships, travel grants and institutes?
5. Do SCDE leaders develop opportunities that enable faculty to increase their basic understanding of the international dimension?
6. Does the SCDE and/or University assist faculty in developing teaching materials and methods for the infusion of the international dimension in their programs?
7. Does the SCDE keep a current list of faculty who have international expertise?
8. Does the SCDE seek out and utilize non-Education faculty with international expertise?
9. Does the SCDE provide recognition and other incentives (e.g., Sabbaticals, travel monies, research assistance) for faculty members to become active in international education on campus or in international professional assignments?

IV. Student Awareness

Students Are Provided with the Opportunity to Develop Attitudes, Skills and Knowledge That Are Consistent with the Realities of the Modern World and That Prepare Them for careers in Education.

In an institution committed to internationalizing the campus and curriculum, course offerings, experiential programs, counseling, extracurricular activities, and individual study ensure that students' knowledge of the political, social and economic issues of the world, and their attitudes toward diverse and common interests, are consistent with global realities.

Questions that serve as specific measures of this commitment:

1. Do students view the international dimension as an important part of their undergraduate education?
2. Can the SCDE measure whether students have developed the appropriate knowledge, skills and attitudes consistent with living in an interdependent world?
3. Can the SCDE ascertain the international knowledge that students bring to the campus and develop a process to enrich the teacher education program and the campus community?
4. Do SCDE faculty utilize foreign students as guest lecturers or resource persons on comparative education topics?
5. Are attempts made to recognize and reward exemplary student activities that are international in character (e.g., through clubs, awards)?
6. Is financial aid available to students who wish to have international experiences?
7. Are organized, meaningful international experiences available to students?
8. Is there liaison between international education committees and student government groups?
9. When appropriate, are students given opportunities to teach on global topics?
10. Does the SCDE recruit students with a background of international experience, (e.g., foreign language study, foreign affairs, international exchanges)?
11. Is international experience part of the school's program options are both the undergraduate and graduate level?
12. Are students encouraged to use international examples in their discussions and examinations?
13. Are students provided opportunities to compare part of their program of studies in an overseas environment?
14. Are students required/encouraged to take general liberal education courses with a definite international focus?
15. Are international student clubs or associations available on campus to students?

10. Does the SCDE recruit and utilize foreign faculty members and researchers?
11. Does the SCDE support formal study of other cultures and/or international issues by providing financial assistance, tuition remission or other incentives for faculty?
12. Are faculty encouraged to conduct research in a multidisciplinary setting?
13. Are faculty encouraged to conduct research with an international education focus?
14. Are faculty encouraged to examine their own cultural assumptions and to become aware of the consequences these cultural assumptions have on their values and behavior?
15. Are faculty encouraged to develop an awareness of the cultural patterns that influence the classroom behavior of their international students?
16. Is foreign language expertise seen as an asset as are attributes such as computer literacy?
17. Does the administration assist faculty in actively recruiting foreign students to broaden and enrich the composition of the student body?
18. Do faculty members participate in workshops/institutes to provide a global perspective for elementary and secondary teachers?

V. Resources

The SCDE Provides the Personnel, Materials, Curriculum, and Organizational Resources to Support the Infusion of the International Dimension in Its Programs.

Resources are the sum total of the institution's capacity to supply the essential ingredients for educating students for an interdependent world. The resources for international education represent a systematic way of integrating human talent, scientifically derived knowledge, technology, and educational methodology to aid students in developing necessary skills, knowledge and attitudes.

A plan to internationalize the teacher education program must include an initial inventory, assessment of existing resources, and the identification of steps to acquire and integrate additional resources. Such a process provides information about the status quo, and reveals those aspects and functions that require enrichment and/or redeployment.

Such a self study expresses the SCDE's commitment to internationalization and identifies strengths and weaknesses. A systematic, periodic inventory may also serve as part of a regular evaluation process to assess institutional achievement and accountability. Moreover, a resource inventory, as a part of an overall plan for the future, provides a basis for funding requirements to acquire program, personnel and material resources.

Questions that serve as specific measures of this commitment:

1. Has the SCDE made an assessment of current resources that describes its commitment to internationalizing its teacher education program?
2. Has the SCDE designated a person to coordinate, administer and promote the international dimension of its teacher education programs?
3. Does the SCDE commit resources to promote student interest and involvement in international education?
4. Are the library and other instructional material centers adequately equipped to support the international dimension of the teacher education programs?
5. Does the college exchange professional publications with similar institutions abroad?
6. Does the college regularly receive U.S. State Department bulletins, speeches and directives related to cultural exchanges and official bi- or multinational study efforts?
7. Do SCDE faculty and students have easy access to accurate and timely information about study abroad and work abroad programs?
8. Are there long-range planning systems and evaluation procedures to assist the SCDE in measuring its success in meeting its present and future commitment to internationalizing its teacher education programs?
9. Is there a special budget to which faculty and/or administrators might apply for interinstitutional projects?

10. Does the college participate with other institutions in the region or state to provide study or research abroad opportunities for students and faculty that are not available at the home institution?
11. In long-range planning, has faculty released a time-compliance resource document to facilitate international study/travel?
12. Is regular, substantial, on-campus international information offered to students, faculty and staff?
13. Does the college seek support from the business community, especially those companies with international operations, through student stipends for travel abroad programs, through resource persons, and the like?
14. Has the SCDE/institution designated a person to encourage, develop, support and coordinate international faculty activities for small- and large-scale research and consulting projects?
15. Is the SCDE in a network with other institutions in its region or state to share resources and expertise and avoid needless duplication?
16. Does the SCDE cooperate with intra-institutional agencies to recruit, retain and educate foreign students with a view to encouraging diversity within the student body and interaction between foreign and American students?
17. Have community resources been assessed and utilized to enrich the international dimension of the teacher education program?

VI. Service

Schools, Colleges and Departments of Education Have an Ongoing Commitment to Provide Service to Local School Districts, Community Agencies and Businesses with Respect to International Education.

Schools, Colleges and Departments of Education have a long history of providing assistance in curriculum development, professional development, research, and child development to local schools and communities. These services should be expanded to include development of awareness of the international dimension.

Questions that serve as specific measures of this commitment:

1. Do college/university leaders work with other higher education institutions, local education agencies and state education agencies to promote international education on a regional or statewide basis, particularly with respect to the business community and the state legislature?
2. Do faculty with international expertise share their knowledge and understanding with the off-campus community-at-large, including businesses, elementary and secondary schools, and voluntary organizations?
3. To what extent and in what ways are student life services involved in internationalizing the teacher education program?
4. Does the SCDE's student follow-up program yield information about involvement in international education-related activities?
5. Has the SCDE taken an active role in the development of school/college or college/business partnerships that will promote the international dimension of the teacher education program?
6. Does the SCDE maintain an active list of public and private institutions and organizations that fund and promote international education-related projects?
7. Do education leaders subsidize local travel expenses for faculty to share their knowledge in elementary and secondary schools, which is where global ideas begin?
8. Are international education newsletters published to improve dissemination of current projects and activities within teacher education preparation programs (e.g., workshops, presentations to students, consulting, presentations at education associations)?

VII. Research

The SCDE Is Committed to Adding an International Dimension to Its Research Function and to Using International and Comparative Research in Its Curriculum and Faculty Development Activities.

As is true with respect to all curricular dimensions of SCDE activity, research provides a necessary knowledge base for program improvement. Many aspects of domestic research will be enriched by embedding them in an international and comparative context.

Questions that serve as specific measures of this commitment:

1. Does the SCDE encourage and/or provide support for faculty involved in research on subjects with a global perspective?
2. Does the SCDE assign faculty with international experience as research and/or dissertation advisors?
3. Does the SCDE facilitate cooperative research efforts with arts and sciences faculty as well as with faculty from other professional schools, who have an interest in international affairs?
4. Does the SCDE develop cooperative links with arts and sciences faculty, as well as with faculty in other professional schools, to pursue research on internationalizing the teacher education program?
5. Where appropriate, does faculty research contain a comparative dimension?
6. Where appropriate, do theses and dissertations reflect comparative dimensions?
7. Does the SCDE encourage researchers (student and faculty) to report research findings at conferences and conventions?
8. Does the SCDE encourage researchers (student and faculty) to publish research findings?
9. Are faculty publishing articles and research findings that have an international focus?
10. Do education faculty participate in research conferences that are international in their memberships?
11. Do SCDE administrators encourage faculty to engage in research projects with public school personnel, focusing on international global issues?

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